



# **Accreditation Report**

## **Educational Service Unit #17**

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# **Executive Summary**

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## Introduction

Every agency has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the agency makes decisions around curriculum, instruction, and assessment. The context also impacts the way a agency stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the agency, and the kinds of programs and services that an agency implements to support student learning.

The purpose of the Executive Summary (ES) is to provide an agency with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the agency perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the agency to reflect on how it provides teaching and learning on a day to day basis.

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## **Description of the Agency**

**Describe the agency's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students (if applicable), staff, and community at large. What unique features and challenges are associated with the schools/systems the agency serves?**

Educational Service Unit #17 is located in Ainsworth in north central Nebraska. The Administration Building, located on Main Street in downtown Ainsworth, houses the business office and special education department. The Training Center, located on Highway 20 on the eastern edge of Ainsworth houses the technology, media, and staff development departments, and Nebraska ESU Cooperative Purchasing. The Valentine Special Education Office located 45 miles west of Ainsworth houses itinerate special education staff members for Cherry County (Valentine and Cody-Kilgore Public Schools). Overall, the agency employs 25 staff members, 15 of which are special education positions.

According to the 2010 national census, the agency service area consists of four sparsely-populated counties (Brown, Cherry, Keya Paha, and Rock) approximately 5,600 square miles in size with a population of 11,000 people, which has been steadily declining at a 1% rate annually.

The agency has five member school districts that educate 1,586 students. The student population is 90.03% White, 4.67% American Indian, 2.78% two or more races, and 1.7% Hispanic; 13.44% Special Education, and 45.02% Free and Reduced Meals. There is a 5.4% mobility rate and a graduation rate of 94.74%. Over 41% of area teachers have a master's degree.

Communities served include Ainsworth, Bassett (Rose), Cody (Kilgore), Springview, and Valentine (Wood Lake). Although the agency is geographically comparable in size to other education service agencies in Nebraska, it serves the smallest population. There is no population center over 3,000.

Four of the five schools districts are located on Highway 20 over a distance of approximately 100 miles from west to east. Cody-Kilgore, in central Cherry County, is 83 miles from Ainsworth, and is also located in the Mountain Time Zone.

Although the student population is declining in enrollment, it is becoming more diverse. In addition to an increasing Free and Reduced Meals population, ethnic diversity is growing (even though the White population is 90%). The most significant challenge, however, appears to be increasing behavioral issues.

Most school districts have eliminated staffing positions through attrition and through the closing of rural attendance centers due to limited funding. Most districts have also expressed varying degrees of technology infrastructure deficiencies.

In spite of these statistics and trends, students perform above the state average on NeSA tests, and above the national average on NWEA MAP and ACT tests, often with increasing proficiency.

## Agency's Purpose

**Provide the agency's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the agency embodies its purpose through its services, program offerings and expectations for the schools/systems served.**

The agency has the following official Mission Statement in Board policy: "The mission of ESU #17 is to provide innovation, leadership and services for each member school district so they are successful in reaching their targeted educational goals." (Board Policy Article 1, Section 1B, August 11, 2009)

Purpose Statement: "ESU #17 is committed to partnering with its schools by providing support and resources to enhance teaching and learning." (adopted by agency staff and stakeholders May 1, 2007, reaffirmed January 3, 2013)

Vision Statement: "ESU #17 will become a collaborative community addressing the academic, social, emotional, physical, and professional development needs of our stakeholders. We aspire to support overall student learning through continuous improvement and innovative practices in education." (adopted by agency staff January 4, 2011, revised February 3, 2012, reaffirmed January 3, 2013)

### "Partnering with Our Schools"

The first part of the agency purpose states emphasizes the important role of 'partnership'. ESU #17 is unique in that only 5 schools districts are within our service area, all of which are located in small communities (less than 3,000). We strive to have a close working relationship with each of our schools and to support their specific needs. One of the strengths that was clearly identified in the School Stakeholder Survey was the high level of appreciation that school personnel have regarding skills, knowledge, and professionalism of agency staff. Collaboration with our constituent schools has become an important means of determining agency effectiveness. Through onsite Focus Interviews we are able to identify the specific areas of support that can be provided and through Department Reviews schools are able to reciprocate with feedback regarding the quality of service received. Advisory Council (superintendent) and Principal meetings provide opportunities in which to communicate with our school districts on state educational issues, political and legal impact, and local opportunities.

### "Providing Support and Resources to Enhance Teaching and Learning"

All agency employees are connected to providing support and/or resources for our constituent schools through Core Services (media, staff development, and technology), Student Services (health services and special education), and Finance. As an education service agency, we are able to provide a level of expertise and support that would be difficult for schools to do. For example, special education services are provided on a contracted as-needed basis, including resource, speech language, psychological, and early childhood, which gives schools financial flexibility in acquiring the exact support they need to address the unique needs of their student population. This arrangement is beneficial for school districts as the needs of their students fluctuates from year-to-year, and sometimes more frequently. Likewise, districts wanting to contract health services and internal technology support through the ESU are provided that opportunity.

Core Services are provided for all school districts through workshops conducted at the agency, onsite training and support, and by individual request. The wide array of support from core services included technology (device use and classroom integration), media resources, school improvement processes, CIA (curriculum, instruction, and assessment), and opportunities for graduate credit. Core services are provided to member districts at no cost.

Occasionally specialists are brought in to provide training and support in specialized areas, e.g., crisis team training and instructional strategies, in which case a registration fee may be charged to offset expenses incurred.

## Notable Achievements and Areas of Improvement

**Describe the agency's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the agency is striving to achieve in the next three years.**

### Achievements

ESU #17 has impacted learning experiences in schools by encouraging and supporting distance learning courses (including the agreement on a similar bell schedule) and coordinating the updating and functionality of distance learning equipment. We have recently installed a Radvision Multipoint Conferencing Unit (MCU), made possible in part through a RUS grant award, which will increase the capacity of distance learning connectivity at local and regional/state levels.

In Fall 2010, all service area school districts created and collectively joined an agency NWEA MAP consortium, with ESU #17 serving as fiscal agent. MAP assessments are used both as a formative tool to identify students' academic progress levels in reading, mathematics, general science, and concepts and processes, and as a summative reporting tool for state-required annual achievement testing.

Although seemingly minor, scheduling three staff meetings per year in which to conduct AdvancED-related reflection and improvement activities for our agency has noticeably impacted our focus on what matters. Prior to 2010 our agency typically had an opening day meeting in which to process paperwork, which was the only time that our staff was together. We now have a Leadership Team that meets regularly to plan activities for agency staff meetings, takes part in facilitating these activities at meetings, and also makes decisions that allow us to move forward toward continuous improvement. Staff meetings also provide us with an opportunity to involve stakeholders, including Board members, school district administrators, and others, in order to gain from their shared perspectives. We have begun the process of reviewing student-level data to identify areas where we can provide targeted support.

Finally, recent physical improvements to agency structures have made our facilities more functional and aesthetic. The most recent major change was the relocation of the Media Center (formerly in Valentine) to the Technology Center (now renamed Training Center) in Ainsworth. The most positive benefit to this move has been to house all core service departments (media, staff development, and technology) under one roof, which provides a better collaborative environment. The agency Facilities Committee (a subcommittee of the agency Board) conducts annual inspections of agency structures and makes improvement recommendations to the Board for consideration.

### Areas of Improvement

As the agency staff reviews the Standards during Self Assessment activities, it is apparent that ESU #17 does not have a structured professional learning program or a consistent evaluation process. Although professional development is encouraged and supported, there is no clear alignment involving professional development, evaluation, and agency effectiveness.

The ESU #17 Staff Perception Survey indicated that communication channels with member schools were appropriate; however, the School Stakeholder Survey indicated that there are several aspects of communication that are underperforming, specifically: formal discussions regarding services and programs, agency progress on improvement goals, and student learning statistics. School personnel are also unaware of how the agency uses stakeholder feedback and how funding sources and other resources are utilized to benefit all constituents. Additionally, school stakeholders communicate that technology infrastructure support is a need; however, most districts do not opt to contract for this service.



Future Possible Improvement Initiatives:

- ... Transition to online-only media resources
- ... Expand training to include podcast links and Radvision virtual classroom sessions
- ... Greater physical presence through onsite delivery, support, and collaboration at member schools
- ... Improved coordination regarding district infrastructure support at member schools
- ... Improved level of information communicated to member schools

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## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Once the agency Board approved the staff's request to pursue AdvancED accreditation in October 2010, a Wikispaces site was created to document and organize agency activities. The URL for this website is <http://www.esu17advanced.wikispaces.com>.

Additional artifacts that may be helpful to the External Review team are located at this URL:

<http://esu17advanced.wikispaces.com/Evidence>

## Self Assessment

## Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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## Purpose and Direction

The agency maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to providing programs and services, active learning, and high expectations for professional practice as well as shared values and beliefs.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The agency engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate an agency purpose.	The agency's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the agency's purpose (i.e., website, newsletters, annual report)</li> <li>•Survey results</li> <li>•Staff Meeting Notes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The agency leadership and staff at all levels commit to a culture that is based on shared values and beliefs that include provision of relevant and targeted educational programs and services, equitable support, active engagement in learning, application of knowledge and skills, and high expectations for professional practice.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Educational programs are provided. There is some commitment to providing equitable support for schools/systems served by the agency. Evidence indicates some commitment to instructional practices that include active engagement in learning and the application of knowledge and skills. System leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings, newsletters, or communications that reference a commitment to the agency's shared values and beliefs about teaching and learning, equity, active engagement in learning, and application of knowledge/skills</li> <li>•Survey results</li> <li>•Department Descriptions, Board Policy</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	Leadership of the agency implements a continuous improvement process that provides clear direction for improving conditions that support learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on the agency and its schools/systems. The profile contains analyses of data used to identify goals for the improvement of conditions that support learning and that are aligned with the agency's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved conditions that support learning is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Agency profile</li><li>•Survey results</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The agency continuous improvement plan with goals that have measurable targets</li><li>•Focus Interviews</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

The purpose statement was approved by agency staff on 1/4/2011. Before adopting the purpose statement, the staff reviewed the difference between a vision statement and a mission statement. A lengthy discussion was held to determine what was important to have in the statement and how the statement should be worded. The purpose statement is reviewed regularly at agency staff meetings to determine if it still reflects the current needs of members schools. A need in this area may be to involve more stakeholders in the review and revision of the purpose statement. This could be accomplished during staff meetings or through surveys.

Agency staff members are supported in their professional development endeavors. Communication regarding information learned at workshops occurs, but a more formal system is needed that would allow the information to be shared with all staff, as well as with stakeholders. Board policy states that probationary teachers are evaluated yearly and permanent teachers are evaluated every three years. Staff members have indicated a preference for more frequent evaluation.

The agency strives to provide equitable service to all school districts. Some services, however, are provided on a contract-only basis, so a wide range exists in actual services provided due to respective district needs and funds available. Staff members and stakeholders are surveyed to identify additional school district and staff member needs.

The agency has implemented a schedule of staff and stakeholder surveys. Focus interviews are also conducted annually with all member schools. Agency strengths and weaknesses are analyzed at staff meetings. Stakeholder feedback provides direction in identifying agency goals and objectives.

Workshops are offered to educators that allows the passage of knowledge and skills. A possible area of improvement would be to provide follow-up implementation support for individuals participating in agency workshops.

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## Governance and Leadership

The agency operates under governance and leadership that promote and support student performance and agency effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the agency.	Policies and practices clearly and directly support the agency's purpose and direction and its effective operation. Policies and practices require and have mechanisms in place for monitoring effective teaching and learning as well as equitable, relevant and targeted learning experiences. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management of the agency.	<ul style="list-style-type: none"> <li>•Agency policies, procedures, and practices including any related to learning experiences, professional growth and fiscal management</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in systematic, formal professional learning regarding roles and the responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and function as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body code of ethics</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Board Agendas and Minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that agency leadership has the autonomy to meet established goals and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of agency leadership to accomplish improvement and to manage day-to-day operations of the agency. The governing body maintains a clear distinction between its roles and responsibilities and those of agency leadership.	<ul style="list-style-type: none"> <li>•Examples of protection, support and respect of governing body for autonomy of agency leadership</li> <li>•Board Policy</li> </ul>	Level 4



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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff throughout the agency foster a culture consistent with the agency's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the agency's purpose. They expect all personnel to maintain high standards. All leaders and staff are collectively accountable for maintaining and improving conditions that support student performance and agency effectiveness. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"><li>•Examples of decisions aligned with the agency's statement of purpose</li><li>•Department Descriptions, Board Policy, Leadership Team, Improvement Plan, regional and statewide networks (NNNC, ESUPDO, ESUCC, NDE)</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the agency's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on agency improvement efforts, and provide and support meaningful leadership roles for stakeholders. Agency leaders' efforts result in measurable, active stakeholder participation, engagement in the agency, a sense of community, and ownership.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Representative communications with stakeholders</li><li>•Advisory Council meetings, Principal meetings</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	The agency's supervision and evaluation processes result in improved professional practice.	The criteria and processes of supervision and evaluation include references to agency-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice.	<ul style="list-style-type: none"><li>•Brief description of supervision and evaluation process</li><li>•Policies on supervision and evaluation</li><li>•Employee Evaluation Form</li></ul>	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The efficiency of the Board's operation with the availability of policies, agendas, and meeting schedules were noted as areas of strength on the agency Staff Perception Survey. All of the documentation including minutes, policies, and agendas are easily accessible on the agency website and will continue to be updated (<http://205.202.45.218/wordpress/sample/esu-board>).

The effectiveness of the agency's leaders in communicating with stakeholder groups was also noted as a strength on the Staff Perception Survey. This communication was demonstrated by the participation of the leadership in statewide organizations including the Educational Service Unit Professional Development Organization (<https://www.esupdo.org/Default.aspx>) and the regional participation in the Northeast Nebraska Network Consortium (NNNC). Continued participation in these organizations is planned to allow agency staff to collaborate and network with other educational service agency personnel across the state.

Although identified as a strength on the Staff Perception Survey, the School Stakeholder Survey indicated that improvement is needed

effective communication with agency stakeholder groups. Currently agency leaders meet with area school leaders for Advisory Council meetings on a quarterly basis. This gives school and agency leadership an opportunity to share information and plan for future projects. The agency has recently implemented principal meetings to facilitate further discussion with school leaders and focus on issues relevant to principals. Focus Interviews with area districts have also been implemented to allow administrators, teachers, board members, students and district constituents to provide feedback for agency programs.

Also noted as an area of need on the Staff Perception Survey was the current evaluation process. The current evaluation schedule is contained in Board Policy Section 10G.

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## Teaching and Assessing for Learning

The agency's services and programs support the educational needs of its constituent schools/systems through meaningful professional learning experiences.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The agency provides equitable, relevant and targeted support programs and/or services for all schools/systems.	Support programs and services provide adult learners with equitable, relevant and targeted learning experiences. There is some evidence to indicate learning experiences prepare learners to be successful. Similar learning activities have equivalent learning expectations across the agency. Learning activities are individualized for some learning activities.	<ul style="list-style-type: none"> <li>•List of support programs and/or services provided to each constituent school/system</li> <li>•Evidence that learning experiences have prepared learners for success</li> <li>•Survey results</li> <li>•Explanations of how learning activities are tied to needs of schools/systems</li> <li>•Adult Learner Evaluation, School Stakeholder Survey, ESU Stakeholder Survey, Focus Interviews, Advisory Council Feedback, NeSA &amp; MAP Test Scores</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	The agency monitors its programs and services to measure effectiveness and to guide ongoing adjustments in delivery.	Using data from assessments and an examination of professional practice, agency personnel monitor and adjust programs and services to ensure alignment with agency's purpose and improvement goals and to guide ongoing adjustments in delivery. There is a process in place to ensure such alignment each time programs and services are reviewed or revised.	<ul style="list-style-type: none"> <li>•Examples of adjustments to programs and services in response to data findings</li> <li>•Survey results</li> <li>•Focus Interviews, Department Reviews, Service and Tech Contracts with Schools, School Stakeholder Survey</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Agency staff provide professional learning opportunities that engage practitioners in their learning.	Agency staff throughout the agency plan and use instructional strategies that require engagement of practitioners in their learning. Personalized instructional strategies and interventions are used to address individual learning needs of students when necessary. Instructional strategies require learners to apply knowledge and skills and to use technologies as learning tools. Technologies are used as instructional resources.	<ul style="list-style-type: none"><li>•Examples of practitioner use of technologies as learning tools</li><li>•Survey results</li><li>•List of professional learning offerings</li><li>•Examples of practitioner learning demonstrating the application of knowledge, authentic assessments</li><li>•Hands on learning opportunities, Adult Learner Evaluation, Perkin's Design Team Professional Development, Technology Workshop List</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	The agency uses collaboration as an essential operating principle in the development and delivery of its services and programs.	Some agency staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs with constituent schools/systems. Staff members promote discussion about the delivery of services and programs. Examination of the results of inquiry practices regarding the effectiveness of programs and services sometimes occurs among agency personnel. Agency personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"><li>•Schedules/examples of collaborative learning community meetings within the agency</li><li>•Survey results</li><li>•Schedules/examples of collaboration with constituent schools/systems</li><li>•ESUPDO Meeting and Learning Communities, Focus Interviews, Department Reviews, Advisory Council, Staff Meetings, Learning Web Project, Itinerant/Contracted Staff, School Stakeholder Survey</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	All agency staff members participate in a continuous program of professional learning.	All agency staff members participate in a continuous program of professional learning that is aligned with the agency's purpose and direction. Professional learning is based on assessment of needs of the agency. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving staff performance and agency effectiveness.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Listing of professional learning activities in the last 3 years with brief explanation of connection to agency purpose, direction, and needs</li><li>•Board Policy, Employee Evaluation Form, Stakeholder Survey</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	The agency's support services meet the unique learning needs of its constituent schools/systems.	Agency personnel use data to identify unique learning needs of some of its constituent schools/systems. Agency personnel are familiar with research related to effective schools/systems and provide or coordinate related learning support services for certain schools/systems.	<ul style="list-style-type: none"><li>•Data used to identify learning needs of constituent schools/systems</li><li>•Survey results</li><li>•Examples of provision of unique support services to constituent schools/systems</li><li>•NeSA State Tests, NWEA MAP Assessments, Contracted Services Agreements, Core Services Needs Assessment, Advisory Council, Focus Interviews, School Stakeholder Survey, Newsletter, Website, Annual Report</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Agency support programs and services provide adult learners with equitable, relevant and targeted learning experiences. Several sources of information are reviewed to define targeted learning experiences, including Advisory Council and Principal meetings, Focus Interviews, Stakeholder Surveys, and Adult Learner Evaluations. Adult Learner Evaluations indicate that learning experiences prepare learners to be successful and that individualized instruction is often provided. The agency/member school relationship is an area of strength. Our small size allows us to better meet the unique needs of member schools. In order to improve, evidence must continue to be collected that indicates the learning experiences offered prepare learners to be successful. High expectations will allow us to individualize experiences to meet student needs.

In order to sustain the strong agency/school district relationship, continued collaboration and improved communication regarding the unique needs of their respective students is needed. We plan to continue conducting focus interviews and Principal and Advisory Council meetings to stay current with the needs of our districts. We will assist our districts in evaluating their student data to determine specific needs and assist with strategies to make improvement.

Data are analyzed from several sources (e.g., Service/Technology Contracts, Department Reviews, School Stakeholder Surveys, and Adult Learner Evaluations) to assess services provided and to make adjustments to delivery. Current assessment data from our school districts are also analyzed, including MAP and NeSA assessment results. A strength in this category is the amount of data that is used to plan services and learning experiences. In order to sustain our efforts we plan continue to collect various forms of data to determine the individual needs of our districts. In order to improve, we plan to put more focus on student performance data from districts and to examine professional practices more closely. We need to create a more systematic, collaborative process for reviewing and revising our programs.

Agency staff plan and use instructional strategies that require engagement of practitioners in their learning. We provide many hands-on learning activities, which are documented by our registration database. Several technology workshops are offered on how to utilize technology with instructional strategies in various content areas. Educators participating in these learning activities complete the Adult Learner Evaluation, which helps us monitor the degree of engagement of practitioners. Collaborative NNNC Perkin's Design Teams projects are strengths. These projects consist of educator-student teams that have been pushed to learn new technologies and develop plans to

incorporate within curriculum content areas. In order to sustain the momentum from this project, ESU #17 needs to continue to use the team concept when introducing new technologies.

A possible area of improvement would be to deliberately plan the instructional strategies needed to engage practitioners in their learning and to assist them with incorporating technology tools into their daily practices. One strategy we have begun offering is to schedule ourselves at school districts on a regular basis to assist educators in incorporating new technology skills into their work with students.

Agency personnel express belief in the value of collaborative learning communities, which is a strength, and some agency staff participate in collaborative learning communities that meet informally and formally. Collaboration also occurs with constituent schools. Agency personnel believe in the value of collaborative learning and all desire to improve. Practices are in place that support collaboration with our schools, such as Focus Interviews, Department Reviews, Staff Meetings, Advisory Council meetings, School Stakeholder surveys, and Adult Learner Evaluations. Some staff personnel attend statewide ESUPDO meetings and training regularly and have been a part of various learning communities from this group. In order to sustain our efforts, we need a more formal process with inquiry to evaluate our effectiveness.

Most agency staff participate in professional learning that is aligned with agency's purpose. Most requests to attend professional learning are granted, which is a strength. Board policy supports professional learning and the agency has an employee evaluation instrument. To improve, a more formalized evaluation procedure to evaluate staff and create plans for individual improvement is needed.

The agency uses data to identify unique learning needs of students at all proficiency levels. Agency staff stay current on research related to school support systems. We have multiple sources of district data available that we have started to review, which is a strength. We need to have more staff trained on current research related to effective strategies to improve school outcomes.

## Resources and Support Systems

The agency provides resources, programs and services that support its purpose and direction for all constituent schools/systems.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The agency engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the agency.	Policies, processes, and procedures ensure that agency leaders hire, place, and retain qualified professional support staff. Agency leaders systematically determine staffing needs to support school purposes, educational programs, and continuous improvement throughout the agency. Sustained fiscal resources are available to fund positions critical to achieving the purpose and direction of the agency.	<ul style="list-style-type: none"> <li>•Policies, processes, and procedures and other documentation related to the hiring, placement, and retention of staff</li> <li>•Agency budgets over the last 3 years</li> <li>•Needs assessments related to hiring needs</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Material and fiscal resources are sufficient to support the purpose and direction of the agency.	Material and fiscal resources are focused solely on supporting the purpose and direction of the agency's operations. Agency leaders pursue multiple options to secure material and fiscal resources to meet the needs of all constituents and improve agency effectiveness. Agency leaders demonstrate that material and fiscal resources are allocated to ensure that all constituents have equitable learning experiences and support.	<ul style="list-style-type: none"> <li>•Examples of efforts to improve agency effectiveness</li> <li>•Focus Interviews, Agency Profile, Annual Report</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The agency maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all.	Agency leaders have created or adopted clear expectations for maintaining a safe, clean, and a healthy environment, and have shared these definitions and expectations with stakeholders. Agency personnel are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Security systems</li> <li>•Security and Crisis Management Plan, Wellness Program</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	The agency demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the agency.	The agency has policies and procedures for resource management. The agency employs a long-range strategic planning process to manage budgets, facilities, and other agency components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body and agency leaders, and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"><li>•Agency strategic plan</li><li>•Policies and procedures for resource management</li><li>•Board Facilities Committee, Structure and Infrastructure Planning, Board</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The agency provides, coordinates, and evaluates the effectiveness of programs and services delivered to constituent schools and systems.	The agency provides, coordinates, and evaluates the effectiveness of programs and services to ensure that all schools and systems have access to the resources necessary to achieve the educational programs of the agency and its schools. The agency implements and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained to effectively deliver its programs and services.	<ul style="list-style-type: none"><li>•Agency system for evaluating effectiveness of recruiting, hiring, and retention processes</li><li>•Adult Learner Evaluations, Department Reviews, School Stakeholder Survey</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The agency provides technology infrastructure and equipment to support the teaching, informational, and operational needs of the agency and the schools/systems it serves.	The agency provides a modern, functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. Agency personnel collect data concerning needs, and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"><li>•Technology plan</li><li>•Technology budget</li><li>•School Stakeholder Survey</li></ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Results from the Staff Perception Survey, (<http://esu17advanced.wikispaces.com/Staff+Perception+Survey>), as well as agency budgets, offer support that sustained fiscal resources are available to fund positions critical for achieving our purpose and direction. Practices that are currently in place include advertisements in local, regional, and state publications. Additionally, staffing needs to support school purposes are determined systematically through ongoing conversations with Superintendents at Advisory Council meetings in addition to an annual needs assessment survey to assess future needs of constituent schools. The agency offers a salary and benefits schedule that encourages personnel to pursue additional education, which is included in the current negotiated agreement. The staff has established a fair and supportive working relationship with current board members during negotiations, which can be substantiated through Board minutes, (<http://205.202.45.218/wordpress/sample/esu-board>). These processes have aided in the retention of qualified professional and support staff for the agency.



The agency's cash reserve has been continually building, which can be substantiated through past years' budgets. Grants have been used effectively, specifically the RUS grant, Perkins grant, and transition grant. Supporting artifacts can be found within the agency annual report (<http://205.202.45.218/wordpress/wp-content/uploads/2012/11/Annual-Report.pdf>).

The agency maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all. The agency promotes a wellness program for all staff. Participation percentages for all programs offered in 2011-12 was 45.25% and 48.67% in 2012-13. Security cameras were installed in the fall of 2012 at the Training Center to promote a safe working environment. A Safety and Crisis Management Plan was developed in the fall of 2012.

(<http://205.202.45.218/wordpress/wp-content/uploads/2013/01/Security-and-Crisis-Management-Plan1.pdf>)

The agency has policies and procedures in place for resource management, which are located in Article 3 Services and Operations of Board policy (<http://www.esu17.org/wordpress/sample/esu-board>). The agency has a strategic plan in place for structure and infrastructure needs and improvements documenting past, present, and future needs that have been completed, are in progress, or identified as a need (<http://esu17advanced.wikispaces.com/Structure+and+Infrastructure+Planning#>). The Board has a facilities committee that receives, discusses, and forwards facility improvement proposals to the Board for consideration.

The agency provides, coordinates, and evaluates the effectiveness of programs and services delivered to constituent schools and systems. The agency meets with representatives of constituent schools annually to assess the services being provided and determine future needs (<http://esu17advanced.wikispaces.com/Focus+Interviews>). In addition, plans are in place to conduct department reviews to assess individual department goals and services (<http://esu17advanced.wikispaces.com/Department+Reviews>).

The agency provides technology infrastructure and equipment to support the teaching, informational, and operational needs of the agency and the schools/systems it serves. Agency personnel collect data concerning needs, and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment (<http://esu17advanced.wikispaces.com/file/view/2011+Tech+Plan.pdf>) .

As a CORE service, the agency provides constituent schools with internet access and supports supports the service provider connection. Constituent schools are provided with distance learning (DL) equipment and have the option to contract for technology coordinator services. DL carts are onsite at all agency locations, and agency personnel are equipped with up-to-date iPads and computers. The Training Center located in Ainsworth houses multiple servers as well as a 30 port multi-point Radvision MCU, which was installed in December 2012 at the Training Center located in Ainsworth, further expanding the Distance Learning capabilities of the agency and its constituents. All internal support for technology infrastructure and equipment is provided to constituent schools by the agency (<http://esu17advanced.wikispaces.com/Standard+4+--+Resources+and+Support+Systems>).

Supporting new staff members within their professional practice, communicating to school stakeholders the funding options pursued to secure material and fiscal resources by the agency, and providing evidence to stakeholders that such resources were allocated equitably among constituents were identified as a weaknesses. (<http://esu17advanced.wikispaces.com/School+Stakeholder+Survey>)

The agency will continue to conduct focus interviews with constituent schools to gauge the effectiveness of current services and determine future needs. Agency stakeholders will be asked to participate in department reviews as an evaluation of individual agency departments. The agency will continue to cultivate a healthy working relationship with its board members. The agency's technology plan will be evaluated and updated as needed, resulting in the continuation of appropriate technology resources available to constituent schools and agency personnel.

## Using Results for Continuous Improvement

The agency implements a comprehensive evaluation system that generates a range of data about the effectiveness of the agency and uses the results to guide continuous improvement.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The agency establishes and maintains a clearly defined and comprehensive evaluation system.	Agency personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed assessments about program effectiveness. The comprehensive assessment system ensures consistent measurement across all programs and services. Most assessments are reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving programs and services.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Focus Interviews, Department Reviews, Data Review Schedule, Improvement Plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff throughout the agency continuously collect, analyze and use a range of data sources, including comparison and trend data related to program evaluation and organizational conditions.	Agency staff use processes and procedures to collect, analyze, and use data. Data sources provide a picture of the effectiveness of programs, and services. Agency personnel use data to design and implement plans to improve the effectiveness of programs, and services.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Student achievement data in the agency's region – summarized with trends noted</li> <li>•Data Review Schedule, Department Reviews, Staff Meetings</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	The agency's leadership monitors and communicates comprehensive information about learning and the achievement of agency improvement goals to stakeholders.	Agency leaders monitor information about agency effectiveness and the achievement agency improvement goals and communicate results to some stakeholder groups.	<ul style="list-style-type: none"> <li>•Newsletters, paper or on-line</li> <li>•Agency website</li> <li>•Annual reports to stakeholders</li> <li>•Documentation of continuous improvement plans, goals and action plans</li> <li>•Advisory Council, Profile</li> </ul>	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

ESU #17 continues to work toward implementation of a collaborative and ongoing process for improvement of services. The agency communicates information about its effectiveness and achievement of improvement goals to stakeholder groups.

The agency provides professional development and technical assistance for agency and constituent staff to help them implement improvement strategies/interventions that positively impact learning. Analysis of results in the context of services provided and improvement plan strategies and interventions are part of the agency's practices. A broad range of involvement from stakeholder and constituent schools is utilized in the creation and delivery of the agency's continuous improvement process.

Monitoring and communicating the results of improvement efforts to its constituents and other stakeholders is done through the agency website, the annual reports to stakeholders, and through agency newsletters. Constituent schools' feedback and performance data to identify opportunities for improvement will also continue to be utilized.

Planning and engaging in continuous improvement efforts agency-wide is accomplished through three staff meetings per year as documented on the ESU #17 AdvancEd Wiki (website). A variety of baseline and interval data is available to monitor student learning progress. A plan for analysis of student performance data has been recently implemented through which next steps can be determined. Reflection and assessment of the improvement process will continue to make progress in this area.

Agency staff indicated concerns with having a comprehensive evaluation system that includes multiple assessment measures and a clearly defined comprehensive evaluation system. This concern is being addressed through training opportunities and data being available on the ESU 17 AdvancEd Wiki.

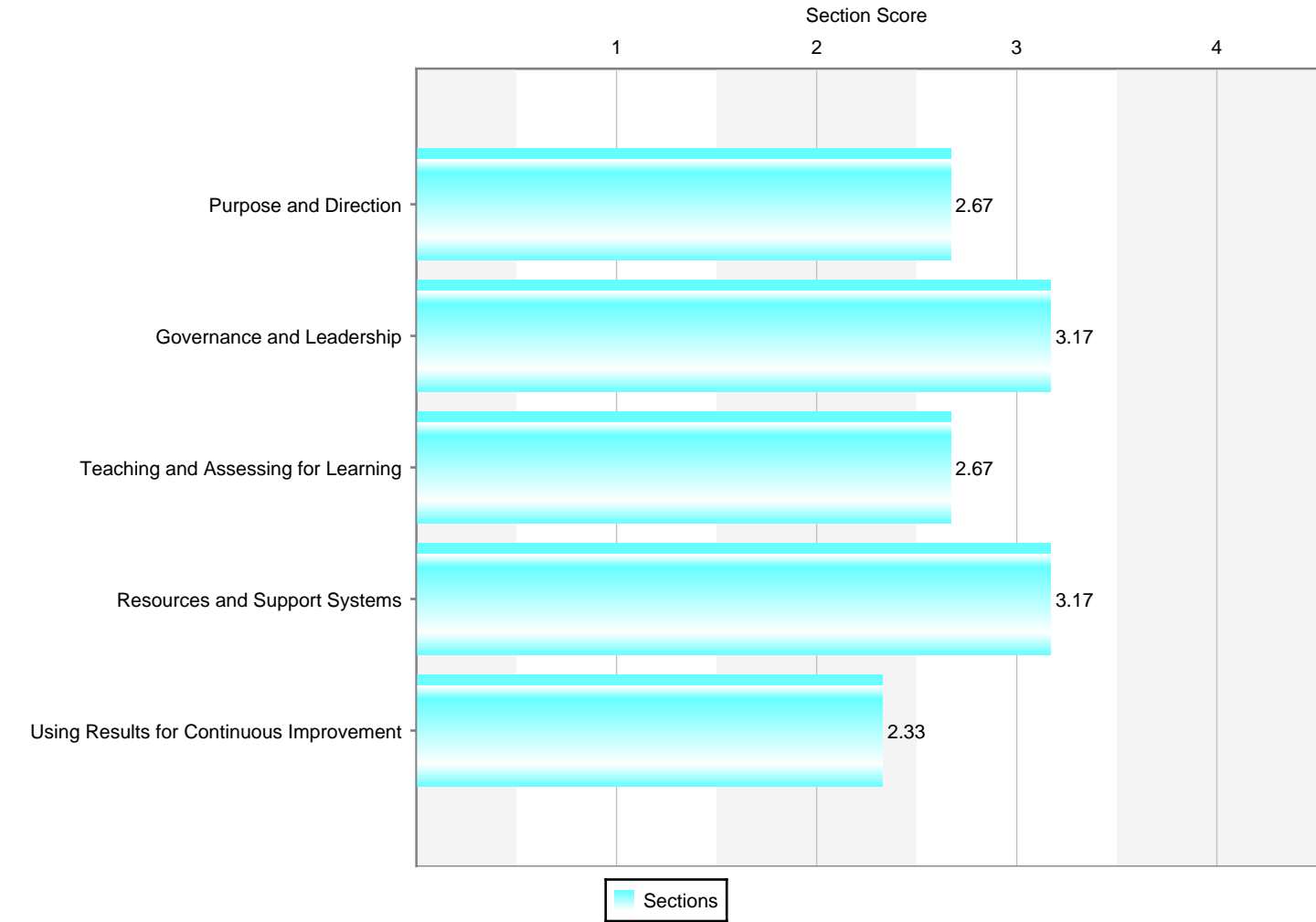
Concerns were indicated by stakeholders with the use of constituent school feedback and performance data to identify opportunities for improvement. This is being addressed through stakeholder surveys, focus interviews and department reviews.

As the agency moves forward in the continuous improvement process, more information will be made available to stakeholders concerning the progress of agency improvement goals. This information will be relayed through department reviews, the agencies website, and annual reports.

Constituent schools have given consent for student learning statistics to be viewed by agency personnel. This will allow for student learning statistics and trends of agency services to be communicated more clearly to constituent schools.

Report Summary

Scores By Section



## Assurances Report

## AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Educational Service Unit #17 in Ainsworth, Nebraska meets the criteria for Nebraska Rule 84 (Rules for the Accreditation of Educational Service Units, June 23, 2012). As ESU #17 does not operate any schools and since this is our initial accreditation visit, some AdvancED Policies either do not currently apply or will not apply in the future.
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Educational Service Unit #17 uses Data Team accounting software by Harris School Solutions. Nebraska Rule 84, Section 7 requires annual audits, which ESU #17 hosts onsite annually in August. Romans and Wiemers and Associates of York, Nebraska conducts this audit.
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	<u>Attachment:</u>

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<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"><li>•Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li><li>•Mission and purpose of the institution</li><li>•Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li><li>•Grade levels served by the institution</li><li>•Staffing, including administrative and other non-teaching professionals personnel</li><li>•Available facilities, including upkeep and maintenance</li><li>•Level of funding</li><li>•School day or school year</li><li>•Establishment of an additional location geographically apart from the main campus</li><li>•Student population that causes program or staffing modification(s)</li><li>•Available programs, including fine arts, practical arts and student activities</li></ul>	Yes	<p>There have been no substantive changes since Educational Service Unit #17 hosted its Readiness Visit on May 23, 2011.</p>
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## Stakeholder Feedback Diagnostic



## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none"><li>•Evidence of survey responses</li><li>•Evidence of survey response rates</li></ul>	Level 3

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

On the Fall 2012 ESU #17 School Stakeholder Survey (SSS), the following indicators received the highest ratings:

Indicator 1.2 Agency leaders and staff share a commitment to learning, use and share their knowledge and skills, and conduct themselves in a professional manner.

Indicator 2.6 Agency personnel demonstrate professionalism in their work with constituent schools/systems.

Indicator 4.3 The agency maintains facilities that contribute to a safe environment (and) The agency maintains appropriate facilities and equipment to support its purpose and direction.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Although other department-based surveys have been administered in 2007 and 2010, the Fall 2012 ESU #17 School Stakeholder Survey was the first survey administered that specifically addressed the AdvancED Standards for Quality. As such, it serves primarily to indicate baseline data regarding our Stakeholders' perceptions of our performance toward those Standards.

A Staff Perception Survey was also administered this fall, which included 21 questions that were also on the School Stakeholder Survey in order to compare internal and external perceptions.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

A Staff Perception Survey (SPS) was also administered this fall, which included 21 questions that were also on the School Stakeholder Survey (SSS) in order to compare internal and external perceptions.

Indicator 1.2 Agency leaders and staff share a commitment to learning, use and share their knowledge and skills, and conduct themselves in a professional manner. (4.45 on SSS; 4.30 on SPS) Consistent Performance.

Indicator 4.3 The agency maintains facilities that contribute to a safe environment (and) The agency maintains appropriate facilities and equipment to support its purpose and direction. (4.4 on SSS; 4.35 on SPS) Consistent Performance.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

On the Fall 2012 ESU #17 School Stakeholder Survey (SSS), the following indicators received the lowest ratings:

Indicator 1.1 The agency purpose statement is communicated to and understood by all stakeholder groups.

Indicator 4.2 Multiple funding options are pursued to secure material and fiscal resources to meet the needs of all constituents and improve agency effectiveness.

Indicator 5.3 The agency communicates information about progress of agency improvement goals to stakeholders.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Although other department-based surveys have been administered in 2007 and 2010, the Fall 2012 ESU #17 School Stakeholder Survey was the first survey administered that specifically addressed the AdvancED Standards for Quality. As such, it serves primarily to indicate baseline data regarding our Stakeholders' perceptions of our performance toward those Standards.

A Staff Perception Survey was also administered this fall, which included 21 questions that were also on the School Stakeholder Survey in order to compare internal and external perceptions.

### What are the implications for these stakeholder perceptions?

While the Staff Perception Survey reflects that communication is not an issue, the School Stakeholder Survey (SSS) appeared to indicate a different perception specifically related to communication and understanding of the agency Purpose Statement, agency progress toward improvement goals, student learning statistics, and overall communication effectiveness.

The majority of agency communication takes place through email, the agency website, and the ESU #17 newsletter. The primary focus of these communication avenues is to promote professional development opportunities. In lieu of SSS feedback, this communication needs to be expanded to include activities and processes associated with the AdvancED Quality Standards.

The other area which rated low with stakeholders was "multiple funding options are pursued to secure material and fiscal resources to meet the needs of all constituents and improve agency effectiveness". This is also a communication issue, since ESU #17 has been actively involved in grants (USDA Rural Utilities Service (RUS) grant--technology, Carl J. Perkins grant--career education). School district superintendents are generally kept informed through quarterly Advisory Council meetings; however, that is typically the extent of grant activity sharing and communication.

ESU #17 needs to become more knowledgeable of student performance data in order to communicate student learning statistics. Steps have been taken to acquire access to this data in order to collect, organize, analyze, and share this information with agency stakeholders.

Understanding existing student needs will allow the agency to provide direct support in order to positively impact overall student learning.

ESU #17 also needs to develop a systematic approach to sharing information related to our agency improvement efforts and activities with our school stakeholders. An extensive ESU #17 AdvancED wiki has been developed, which includes much of this information, specifically a detailed profile and the agency improvement plan. By reporting activities, progress, and results of our findings through our quarterly agency newsletter, communication can be improved.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

In contrast, the ESU #17 Staff Perception Survey indicated that communication shared with school stakeholders was at a moderately high level of performance; however, the focus of information shared with stakeholders primarily entailed professional development opportunities, not information related to agency improvement processes.

School districts will have a future opportunity in which to provide face-to-face feedback regarding services provided when the agency conducts its first department review process in January. This conversation will primarily focus on what aspects of our programs are doing well and what areas need to be improved, but will also be an opportunity in which to conduct follow-up discussion on feedback received from the School Stakeholder Survey, either for clarification (definition) or to determine whether improvement has been made.

## February 2013 Improvement Plan

## Overview

### Plan Name

February 2013 Improvement Plan

### Plan Description

This Improvement Plan includes two goals: 1) Use data to provide direction and demonstrate effectiveness (October 28, 2011), and 2) Strengthen collaboration and evaluation processes to support the agency's Purpose and Direction (February 5, 2013).

Goal 1 was adopted just over a year ago, at which point the process of accessing student performance data was initiated. A data schedule (generation, collection and organization, review and analysis) has been developed and has recently been implemented. (See <http://esu17advanced.wikispaces.com/Data+Schedule>.)

Goal 2 was adopted in February 2013 by the Leadership Team, based primarily on results of the Fall 2013 Staff Perception Survey following the discussion at the January 2013 agency staff meeting.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Use data to provide direction and demonstrate effectiveness. (October 28, 2011)	Objectives: 1 Strategies: 3 Activities: 15	Organizational	Collaborate to access and utilize school district data by 05/31/2013 as measured by data usage and sharing.	\$0
2	Strengthen collaboration and evaluation processes to support the agency's Purpose and Direction. (February 5, 2013)	Objectives: 2 Strategies: 3 Activities: 13	Organizational	Collaborate to become a Professional Learning Community by 05/23/2014 as measured by the development, implementation, and evaluation of a PLC plan., Collaborate to develop a comprehensive evaluation system by 08/15/2014 as measured by the successful implementation of an agency-wide system that addresses individual employees, departments, programs, and services.	\$0



## Goal 1: Use data to provide direction and demonstrate effectiveness. (October 28, 2011)

### Measurable Objective 1:

Collaborate to access and utilize school district data by 05/31/2013 as measured by data usage and sharing.

### Strategy 1:

Student Data - Contact school district administrators, district assessment contacts, and school district counselors for permission to access NWEA MAP and NeSA State Assessment student performance data.

Activity - Data Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Request authorization from school district officials in order to access NeSA and NWEA MAP student performance data.	Policy and Process	08/10/2012	11/30/2012	\$0	No Funding Required	Jeff McQuistan
Activity - Data Collection and Organization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After student performance data (NeSA state tests, MAP achievement tests, ACT) access has been provided, the data will be collected and organized into spreadsheets for analysis.	Technology	10/01/2012	11/30/2012	\$0	No Funding Required	Jeff McQuistan
Activity - Data Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once the data has been collected, organized, and analyzed, the final product will be shared with districts. It will be used to define areas of needed support.	Other	11/19/2012	01/25/2013	\$0	No Funding Required	Jeff McQuistan, Stephanie Bernthal
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize student performance data into charts and graphs that reflect the agency service area collectively, including aggregated and disaggregated performance by subgroups, including longitudinal trends where possible.	Professional Learning	11/19/2012	01/04/2013	\$0	No Funding Required	Jeff McQuistan
Activity - Health Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data generated through the annual health screening process will be analyzed to determine whether obesity is a factor that could be impacting student learning.	Behavioral Support Program	08/20/2012	05/31/2013	\$0	No Funding Required	Leanne Maxwell, Angy Murphy

### Strategy 2:

District Support - Through annual Focus Interviews, the agency will identify and provide direct support to the top two areas of need as expressed by the districts.

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Activity - Rock County	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1:1 Initiative	Technology	08/20/2012	05/31/2013	\$0	No Funding Required	Ben Anthony, Becky LeZotte

Activity - Ainsworth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Issues 0-21 C4L Curriculum Steering Committee Support	Academic Support Program	08/20/2012	05/31/2013	\$0	No Funding Required	Cristen Witte, Jeff McQuistan

Activity - Keya Paha County	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Climate Core Curriculum	Direct Instruction	08/20/2012	05/31/2013	\$0	No Funding Required	Jeff McQuistan

Activity - Cody-Kilgore	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entrepreneurship 21st Century Skills	Direct Instruction	08/20/2012	05/31/2013	\$0	No Funding Required	Jeff McQuistan

Activity - Valentine	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Steering Committee Support COPPA Requirement Data Management	Policy and Process	08/20/2012	05/31/2013	\$0	No Funding Required	Jeff McQuistan

### Strategy 3:

Stakeholder Perception Data - Collect and use stakeholder perception data to determine content and affirm quality of services provided.

Activity - Focus Interview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct onsite school district conversations to determine specific school district needs in which the agency can provide direct support, as well as to determine if regional support is needed for specific issues.	Community Engagement	03/01/2012	03/29/2013	\$0	No Funding Required	Leadership Team (as available)

Activity - Staff Perception Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a staff survey aligned to the five Quality Standards to identify areas of strength as well as areas of improvement in order to better support the educational needs of school districts served by the agency. Compare results of Staff Perception Survey with the School Stakeholder Survey to determine similarities and differences.	Community Engagement	08/10/2012	01/04/2013	\$0	No Funding Required	Jeff McQuistan

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Activity - Adult Learner Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and administer a data source that aligns with Indicator 3.3 in order to receive immediate feedback on training provided by the agency.	Community Engagement	08/06/2012	05/31/2013	\$0	No Funding Required	Jeff McQuistan
Activity - Department Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite agency stakeholders to meet with agency department staff to analyze department effectiveness, strengths, and opportunities for improvement.	Community Engagement	01/07/2013	01/31/2013	\$0	No Funding Required	Department representatives from Health Services, Instructional Media, Special Education, Technology, and Staff Development.
Activity - School Stakeholder Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a school educator survey aligned to the five Quality Standards to identify areas of strength as well as areas of improvement in order to better support the educational needs of school districts served by the agency. Compare results of the School Stakeholder Survey with the Staff Perception Survey to determine similarities and differences.	Community Engagement	10/01/2012	01/04/2013	\$0	No Funding Required	Jeff McQuistan

## Goal 2: Strengthen collaboration and evaluation processes to support the agency's Purpose and Direction. (February 5, 2013)

**Measurable Objective 1:**

Collaborate to become a Professional Learning Community by 05/23/2014 as measured by the development, implementation, and evaluation of a PLC plan.

**Strategy 1:**

Establish a Professional Learning Process - Agency staff members will work together to develop and articulate a plan that reflects the agency's Purpose and Direction.

Activity - New Member Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a new member resource packet and identify a staff member to serve as a mentor. Provide the mentor with a mentoring guideline.	Other	05/24/2013	05/23/2014	\$0	No Funding Required	Agency Staff PLC led by Leadership Committee member

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Activity - Employee Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will discuss and develop a plan to connect school district needs to the agency employee level, including additional training needed to support expressed school district needs, employee goals, and employee performance.	Professional Learning	05/17/2013	05/16/2014	\$0	No Funding Required	Leadership Team
Activity - PLC groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage in conversations as Professional Learning Committee groups in formal and informal settings leveraging the ESU #17 Radvision Multipoint Conferencing Unit (MCU) to overcome travel/time barriers.	Professional Learning	01/03/2014	09/30/2014	\$0	No Funding Required	Leadership Team, all agency staff
Activity - Agency Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As the PLC process is developed, include and connect program, department, and agency needs as part of the PLC agenda	Other	01/03/2014	09/30/2014	\$0	No Funding Required	Leadership Team
Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team, with input from agency staff, will draft a plan that defines Professional Learning at ESU #17.	Professional Learning	05/03/2013	12/20/2013	\$0	No Funding Required	Leadership Team
Activity - Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the PLC process has been implemented, conduct an evaluation to determine its effectiveness in supporting the agency's Purpose and Direction. An evaluation instrument or process will need to be identified, and administered.	Other	05/16/2014	12/19/2014	\$0	No Funding Required	Leadership Team
Activity - Agency Staff Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Devise an meeting schedule that allows for participation of all agency staff.	Other	02/19/2013	04/16/2013	\$0	No Funding Required	Dennis Radford (and Darrell Peterson)
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage in collaborative conversations with constituent schools regarding school/student needs as well as agency support and effectiveness toward those needs.	Community Engagement	03/01/2013	04/25/2014	\$0	No Funding Required	Leadership Team

**Measurable Objective 2:**

Collaborate to develop a comprehensive evaluation system by 08/15/2014 as measured by the successful implementation of an agency-wide system that addresses individual employees, departments, programs, and services.

**Strategy 1:**

Employees - Agency staff members will work together to develop and articulate an employee evaluation process that supports the agency's Purpose and Direction.

Activity - Agency Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connect results of employee evaluation process to overall department, program, service, and overall agency effectiveness.	Professional Learning	05/17/2013	08/15/2014	\$0	No Funding Required	Leadership Team, Agency Staff

Activity - Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of employee evaluation process to improve professional practice throughout the agency.	Professional Learning	05/17/2013	08/15/2014	\$0	No Funding Required	Leadership Team, Agency Staff

Activity - Evaluation Instrument	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the current evaluation instrument and consider possible updates to reflect current evaluation trends and practices.	Professional Learning	05/17/2013	08/15/2014	\$0	No Funding Required	Leadership Team, Agency Staff

Activity - Policy/Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Amend the current evaluation policy/practice to reflect evaluation of all staff on a more frequent basis.	Policy and Process	05/17/2013	08/15/2014	\$0	No Funding Required	Leadership Team, Agency Staff, Board

**Strategy 2:**

Departments, Programs, and Services - Agency staff members will work together to develop and articulate a department, program, and services evaluation process that supports the agency's Purpose and Direction.

Activity - DPS Evaluation Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Agency staff will review the current Department, Program, and Services evaluation process in order to determine how best to measure agency effectiveness, and consider the employee evaluation process as a related component.	Professional Learning	05/17/2013	08/15/2014	\$0	No Funding Required	Leadership Team, Agency Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC groups	Engage in conversations as Professional Learning Committee groups in formal and informal settings leveraging the ESU #17 Radvision Multipoint Conferencing Unit (MCU) to overcome travel/time barriers.	Professional Learning	01/03/2014	09/30/2014	\$0	Leadership Team, all agency staff
Focus Interview	Conduct onsite school district conversations to determine specific school district needs in which the agency can provide direct support, as well as to determine if regional support is needed for specific issues.	Community Engagement	03/01/2012	03/29/2013	\$0	Leadership Team (as available)
Policy/Process	Amend the current evaluation policy/practice to reflect evaluation of all staff on a more frequent basis.	Policy and Process	05/17/2013	08/15/2014	\$0	Leadership Team, Agency Staff, Board
Health Screening	Data generated through the annual health screening process will be analyzed to determine whether obesity is a factor that could be impacting student learning.	Behavioral Support Program	08/20/2012	05/31/2013	\$0	Leanne Maxwell, Angy Murphy
Evaluation Instrument	Review the current evaluation instrument and consider possible updates to reflect current evaluation trends and practices.	Professional Learning	05/17/2013	08/15/2014	\$0	Leadership Team, Agency Staff
Data Sharing	Once the data has been collected, organized, and analyzed, the final product will be shared with districts. It will be used to define areas of needed support.	Other	11/19/2012	01/25/2013	\$0	Jeff McQuistan, Stephanie Bernthal
Department Review	Invite agency stakeholders to meet with agency department staff to analyze department effectiveness, strengths, and opportunities for improvement.	Community Engagement	01/07/2013	01/31/2013	\$0	Department representatives from Health Services, Instructional Media, Special Education, Technology, and Staff Development.
Professional Practice	Use results of employee evaluation process to improve professional practice throughout the agency.	Professional Learning	05/17/2013	08/15/2014	\$0	Leadership Team, Agency Staff

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Data Analysis	Organize student performance data into charts and graphs that reflect the agency service area collectively, including aggregated and disaggregated performance by subgroups, including longitudinal trends where possible.	Professional Learning	11/19/2012	01/04/2013	\$0	Jeff McQuistan
Employee Connection	The Leadership Team will discuss and develop a plan to connect school district needs to the agency employee level, including additional training needed to support expressed school district needs, employee goals, and employee performance.	Professional Learning	05/17/2013	05/16/2014	\$0	Leadership Team
Data Collection and Organization	After student performance data (NeSA state tests, MAP achievement tests, ACT) access has been provided, the data will be collected and organized into spreadsheets for analysis.	Technology	10/01/2012	11/30/2012	\$0	Jeff McQuistan
Valentine	Steering Committee Support COPPA Requirement Data Management	Policy and Process	08/20/2012	05/31/2013	\$0	Jeff McQuistan
Keya Paha County	School Climate Core Curriculum	Direct Instruction	08/20/2012	05/31/2013	\$0	Jeff McQuistan
Collaboration	Engage in collaborative conversations with constituent schools regarding school/student needs as well as agency support and effectiveness toward those needs.	Community Engagement	03/01/2013	04/25/2014	\$0	Leadership Team
School Stakeholder Survey	Conduct a school educator survey aligned to the five Quality Standards to identify areas of strength as well as areas of improvement in order to better support the educational needs of school districts served by the agency. Compare results of the School Stakeholder Survey with the Staff Perception Survey to determine similarities and differences.	Community Engagement	10/01/2012	01/04/2013	\$0	Jeff McQuistan
Agency Staff Meetings	Devise an meeting schedule that allows for participation of all agency staff.	Other	02/19/2013	04/16/2013	\$0	Dennis Radford (and Darrell Peterson)
Staff Perception Survey	Conduct a staff survey aligned to the five Quality Standards to identify areas of strength as well as areas of improvement in order to better support the educational needs of school districts served by the agency. Compare results of Staff Perception Survey with the School Stakeholder Survey to determine similarities and differences.	Community Engagement	08/10/2012	01/04/2013	\$0	Jeff McQuistan
Agency Effectiveness	Connect results of employee evaluation process to overall department, program, service, and overall agency effectiveness.	Professional Learning	05/17/2013	08/15/2014	\$0	Leadership Team, Agency Staff
Adult Learner Evaluation	Create and administer a data source that aligns with Indicator 3.3 in order to receive immediate feedback on training provided by the agency.	Community Engagement	08/06/2012	05/31/2013	\$0	Jeff McQuistan
Agency Connection	As the PLC process is developed, include and connect program, department, and agency needs as part of the PLC agenda	Other	01/03/2014	09/30/2014	\$0	Leadership Team

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Rock County	1:1 Initiative	Technology	08/20/2012	05/31/2013	\$0	Ben Anthony, Becky LeZotte
DPS Evaluation Review	Agency staff will review the current Department, Program, and Services evaluation process in order to determine how best to measure agency effectiveness, and consider the employee evaluation process as a related component.	Professional Learning	05/17/2013	08/15/2014	\$0	Leadership Team, Agency Staff
Cody-Kilgore	Entrepreneurship 21st Century Skills	Direct Instruction	08/20/2012	05/31/2013	\$0	Jeff McQuistan
Data Access	Request authorization from school district officials in order to access NeSA and NWEA MAP student performance data.	Policy and Process	08/10/2012	11/30/2012	\$0	Jeff McQuistan
Professional Learning Plan	The Leadership Team, with input from agency staff, will draft a plan that defines Professional Learning at ESU #17.	Professional Learning	05/03/2013	12/20/2013	\$0	Leadership Team
Evaluation	After the PLC process has been implemented, conduct an evaluation to determine its effectiveness in supporting the agency's Purpose and Direction. An evaluation instrument or process will need to be identified, and administered.	Other	05/16/2014	12/19/2014	\$0	Leadership Team
Ainsworth	Behavior Issues 0-21 C4L Curriculum Steering Committee Support	Academic Support Program	08/20/2012	05/31/2013	\$0	Cristen Witte, Jeff McQuistan
New Member Support	Develop a new member resource packet and identify a staff member to serve as a mentor. Provide the mentor with a mentoring guideline.	Other	05/24/2013	05/23/2014	\$0	Agency Staff PLC led by Leadership Committee member
<b>Total</b>					<b>\$0</b>	